DOCUMENT RESUME

ED 188 465 FL 011 422

TITLE Community Relations Handbook.
INSTITUTION Literacy Volunteers, Inc., Syracuse, N.Y.
PUB DATE 77
NOTE 45p.
AVAILABLE FROM Literacy Volunteers of America, Inc., 623 Midtown Plaza, 700 E. Water Street, Syracuse, NY 13210 ($2.50)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Adult Basic Education; *Advertising; *Communications; *Community Relations; Fund Raising; *Literacy Education; Newsletters; News Media; Photographs; *Publicity; Public Speaking; Recruitment; *Voluntary Agencies

ABSTRACT

A handbook for a community relations coordinator for Literacy Volunteers of America, Inc. is presented. An explanation of placement and advance planning is included. Information on flyers, posters, and newsletters; advance preparation of photographs, identifying them, and getting releases; and examples of news releases and steps in preparing them are included. Internal relations (keeping insiders informed and making visitors welcome) and letters written for citation for volunteers, fund raising, and volunteer recruitment are covered. Examples of public service radio/television spots, suggestions for speaker's kit, getting in touch with speakers' organizations, planning a year's schedule of special events, and dealing with visiting editors and program directors are discussed. (SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED188465

COMMUNITY RELATIONS

HANDBOOK

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Joseph A. Gray, LVA

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

FL011422

Literacy Volunteers of America, Inc. is a tax-exempt, public, non-profit organization whose purpose is to train volunteers to tutor basic reading to adults and teenagers on a one-to-one basis. A recent study commissioned by the National Reading Center revealed that 21 million Americans lack basic, functional reading skills for successfully dealing with simple, routine everyday experiences. LVA has developed materials for evaluating, techniques for tutoring, and a supportive system for helping to reduce this kind of functional illiteracy.

Contents

To find information in a hurry, and to check quickly on different things which you can do as a community relations coordinator for Literacy Volunteers (LV), see the following list of items covered in this handbook:

Community Relations	Page
What it is	1, 18
Planning for it	16
Features	
What they are	9, 10
Advance planning	10
How to place them	10
Where to send them	9
Internal Relations	
Checklist	1, 2
Keeping insiders informed	4
Making visitors welcome	3
Letters	
Citation for volunteers	37
Fund raising	35
Recruiting volunteers	34
Literacy Volunteers of America, Inc.	
What we are	Inside Front Cover, 36
News	
What it is	9, 11
Examples of news releases	20-29
When to send releases	9
Steps in preparing releases	12-14
Publications	
Flyers	8, 38
Posters	7
Newsletters	5, 6
Photographs	
What to show	14, 16
Advance preparation	14, 15
Identifying	15
Getting releases	16, 33

Contents

Public Service Radio-TV Spots	Page
What they are	10
Examples	30-32
Speakers' Bureau	
Who needs speakers	8
Getting in touch with organizations	8-9
Suggestions for speaker's kit	19
Special Events Planning	
Planning a year's schedule	17, 39
Literacy week	16-17
Visiting Editors and Program Directors	
What to take to them	11
What to ask from them	11, 40

You are a Very Important Person for Literacy Volunteers (LV).

With the presentation of this handbook, Literacy Volunteers (LV) is asking you to assume a special responsibility. LV knows the goal of teaching basic reading to adults and teenagers is a worthy one. LV knows from many qualified, independent evaluations that our techniques for tutoring and our organizational structure are effective. We need to share that information with a wider circle of potential supporters. You can help us.

There is much to say about LV.

Each LV location must let its community know about its services, its need for tutors, its library resources, its regularly scheduled events, its need for financial support, and the significant accomplishments which occur throughout the year. As members of LV, we want to share a better understanding of what we do and how we do it.

Being what we say we are, is basic.

Good community relations begin with what we are and do. There are several LV publications which outline our program techniques with which you should be familiar. These include READ (an evaluation handbook), TUTOR (a how-to-teach handbook), and LEADER (a how-to-organize handbook.)

Honesty is important.

How we are doing the job we set out to do should be communicated candidly and completely. We will best serve LV and our community if we are honest about our shortcomings (with indications of how we could correct them) as well as enthusiastic about our achievements.

Volunteers are busy people.

We know that you are a busy person. We also know that it's very easy to become overwhelmed with all of the possibilities for communicating about the work of LV. Often it will be necessary to tell as much as possible as quickly as possible using as your sources whatever is near at hand. However, there are other steps you can take which will better prepare you to be a personal communicator about LV in a more responsible and more fully satisfying way.

Good internal relations are important to good community relations.

Check with your local chairman or staff coordinator to see what is being done to accomplish the following:

1. Express appreciation to those who volunteer their time, their talent, and their resources to LV.

2. Inspire volunteers to carry out their responsibilities within the guidelines of LV's objectives and procedures.

3. Give the potential tutor the best possible training for confidence in the ability to teach.

4. Provide in-service training for each LV tutor and volunteer to broaden and deepen capabilities.

5. Keep the library well-stocked with teaching materials.

6. Answer requests for information and reference material comprehensively, promptly, and pleasantly.

7. Provide the help of an experienced volunteer when a new recruit encounters difficulties.

8. Encourage regular progress reports so the volunteer knows the job is important.

9. Match tutors and students, shifting pairings when necessary, to achieve the most individual success for the student and satisfaction for the tutor.

10. Offer opportunities for promotion or for a change in jobs so volunteers can experience variety as well as growth.

11. Listen to the suggestions of volunteers and report back to them on how these have been used to advance the work of LV.

12. Give public recognition to the accomplishments of good and faithful volunteers.

13. Highlight the importance of each type of LV support: tutoring, fund-raising, recruiting, record-keeping, and communicating.

Good community relations should be evident in the LV location.

The first contact many people will have with LV will be by telephone to your LV location. Whoever responds to incoming calls should be attentive, concerned for the needs of the caller, and precise in indicating what kind of a response can be given. If an immediate response is not possible, a definite time when one will be available should be given to the caller. It is especially helpful to give the caller the name of a person to call back so that in the future there is a feeling of more intimate contact.

A pleasant atmosphere welcomes visitors and volunteers.

One-to-one relationships are at the heart of the LV program. Whether you are meeting someone in your home, in an office or elsewhere, you can show the warmth and personal concern which underlines all LV projects. Wherever the local LV conducts most of its business, there should be a volunteer or staff member who will take time to welcome the visitor warmly and follow through with the necessary information or referral to other LV members. Whenever possible, current busyness should not be allowed to make the visitor feel he or she is being treated as an annoyance or interruption.

Why are we so concerned about what's going on in the local LV facility?

As the person concerned with good public relations for LV, why should you also have to be concerned about matters which will probably be handled by the local chairman, president, staff coordinator, other staff members, volunteers? It cannot be stressed too strongly that the quality of your external community relations for LV depends upon your solid knowledge about the internal relations of LV. You should not only know what LV aspires to do but how well it is doing it. You will gain much from reports and statistics but you will also gain from an insider's knowledge of the feelings which are an important part of LV activities. Your personal interactions with people who don't know about LV will be more dynamic if you carry with you the confidence of being aware of what is happening in your local LV area.

Each individual LV member represents LV to someone.

Wherever any LV member is talking about LV, he or she is representing LV to someone. This holds true whether the "talking" is done with the voice, in words prepared for print, or in pictures of LV activities. The warmth and personal one-to-one atmosphere of LV internally is equally applicable to your relations with the outside people you talk to about LV.

Telling outsiders about LV will take much of your time.

Many people won't know much about LV until you tell them about it. We are a relatively young organization (born in 1962) and although we've conducted a number of significant national and state reading projects and studies, we are just beginning to gain a national reputation. We have a right to be proud of what has been done for functional illiterates through LV. The record of individual improvement in grade level of reading ability is clearly documented. Not only do we have statistics and professional evaluations to prove our

significance, we also have personal, human-interest success stories of people who have benefited from LV. We have something to talk about and we want to do it in the best way possible.

There are guidelines which can make your community relations activities for LV more effective.

To avoid confusion, it helps to have one local person coordinate official messages which are to be conveyed to people outside LV. This same person should also be involved in internal communications activities which will be basic to public communications. The chances are that you have received this handbook because your local LV wants you to be that person. This doesn't mean others can't talk for LV. It simply means that you are the official contact and that you accept that responsibility. You will often quote others but you will be the one LV can count on to carry through with community relations projects.

Start close to home.

Lots of times people who have been asked to be public relations communicators think only of "the big story." A great deal of time can be spent in looking for the elusive blockbuster that will make your LV program a household reference. It has happened that way often enough in the past so that the myth continues that public relations has to make a big initial impact. What's often overlooked is that there may be a larger cumulative public impact from a steady, reliable supply of information than from a one-time gimmick. Likewise, a specific message to someone who can benefit from LV as a student or a volunteer will be more effective than a mass message directed to people who probably never have any desire at all to be involved with LV.

Keep LV volunteers informed.

A good way to start organizing your public relations program is to determine to whom you need to talk. Include students, tutors, families of students, volunteers in other LV support activities, LV staff members, associated reading organizations, people who provide resources for LV (materials, financial aid, community liason, etc.), government and civic leaders, and friends of LV who have a personal interest. Later we'll talk about finding new friends and resources, but for the moment let's start with those already involved with LV.

"What's going on here" is important to all of us.

It's surprising how often the morale of volunteers slips just because somebody forgets to tell them what's going on. The one-to-one relationship between tutor and

student is highly communicative. Other aspects of LV should be similarly communicated. But you can't count on word-of-mouth to reach everyone even if your local LV is relatively small. If you personally told each member of the local LV what he or she needed to know, you'd find yourself leaving something out or adding extraneous material out of boredom with repetition. One of the simplest steps to take is to keep notes on what happens and to be sure that copies of necessary information are circulated to those needing to know. At some point you will find that reporting what the LV members need to know requires more than a few copies of the minutes of actions taken. Useful as these are, you will eventually need to think about a newsletter. Learning to use this form of communication can help you to organize material for its most effective presentation, a skill which you can apply later to other types of publications and to the development of a program of releases to news media such as radio, television, and newspapers.

Newsletters serve many purposes.

Your local LV newsletter can assure teachers that they are not forgotten; act as a vehicle for exchange of tutoring ideas; inform of annual meetings, student-tutor meetings, in-service training sessions, committee meetings, etc.; review recent reading materials; feature human-interest stories about students and volunteers; introduce new volunteers; carry news about national LV plans; excerpt articles on national literacy efforts; quote from reading specialists; and include information of general interest to local supporting community leaders and businesses.

Keep it simple.

The simpler the format for a newsletter, the better. Aim for regularity of publication rather than slickness. A good minimum-level format is a letter or legal-size sheet of paper mimeographed on both sides. Black ink on white paper is preferable to a less expensive form of ditto production which reproduces in pale blue and is good for only a very small number of copies. You may want to use a colored paper, but avoid any color which reduces readability. Many modern typewriters offer a variety of type sizes and styles which will make the written material attractive. A good rule of thumb is to limit yourself to no more than three different styles. The mimeograph format can also accomodate line drawings.

6

Offset equipment is a step up.

Your LV location may have access to some kind of offset printing equipment. If you don't have it yourself, one of your supporting agency or business friends may be willing to loan the use of its equipment. This kind of printing will accept photographs, lends itself to the use of paste-up type for headlines, and permits reproduction of complicated material in a form nearly equivalent to the original. Usually the typing and preparation of copy can still be done in your own location and the final product will more closely approximate printed reproduction.

A printed newsletter is worthwhile for reaching a large number of readers with a more impressive format.

If your local LV has a large mailing list and a number of important projects, you may want to occasionally publish a newsletter which uses more than one color of ink, is set with a particular style of type not available on typewriters, and uses paper carefully chosen to complement the content of publication. More elaborate headlines are also available when using commercial printing processes. Dramatic effect can be heightened by employing professional designers with creative layout experience. Suit the level of your newsletter production to the purposes you want to achieve. Over-elaborate production is often regarded as extravagance by budget-minded donors.

Other publications are helpful where information will be repeatedly requested.

General information about the tutoring of reading and about the specific methods of LV may be obtained from the national office. It is always advisable to survey a number of resources for material which may already be available before going ahead on your own with a special publication. However, if nothing precisely fits the needs you perceive for information about which you will receive a large number of requests, consider preparing a special publication. As with the newsletter, there are many processes which can be considered.

LVA's national office will supply posters and flyers at a minimal charge to each local LV. These include space in which you can add local telephone and address information. You may also want to make your own posters and flyers using art supplies from a nearby store. Keep the message short and be sure to include an address and telephone number for getting further information. Time, date, and place are important for scheduled events.

Posters gain attention and can deliver a fast message.

Often much attention is given to preparing good posters without thinking through how they will be displayed or distributed. LV's experience is that good spots for volunteer and tutor recruitment posters are in such places as libraries, churches, federal and state office buildings, supermarkets, laundromats, schools and colleges. Student recruitment posters get the most response in community centers, inner-city churches, laundromats, supermarkets, state employment offices, day labor employment offices, union halls, out-patient clinics, and day care centers.

Where you put a poster is almost as important as what it says.

Most public and private bulletin boards may be used by LV if the proper approach is made to those who are responsible for maintaining them. You will want to make it clear that your local LV will provide the posters free and that you will deliver them and place them in accordance with any standards which apply to posting. Some corporations require that any posted material be judged for value to employees. It helps if you're able to say that some employees are already serving LV as volunteers or are receiving LV reading assistance. (Names of students should not be given to avoid possible embarrassment to them.) If a company or corporation person is an LV volunteer, this contact may be helpful to gain access to business bulletin boards. At the same time, don't ask an LV volunteer to do this if it would be uncomfortable for him or her to do so. Often the best method is to phone someone at the potential bulletin board location and talk directly with whomever is assigned this responsibility. In businesses and corporations it may be the public relations or personnel offices. As soon as permission is received and the posters are up, send a "thank you" note to the person who made it possible. You might check the bulletin board yourself to see what kind of a display it is receiving if you did not put it up yourself. If the poster is dated, be sure to arrange for its removal promptly after its usefulness is completed.

Getting proper permission before posting is good public relations.

8

Flyers extend the voice of LV.

While personal contact is by far the best form of public relations, no one will be able to remember all the details of conversations you have with those interested in LV. You can supplement these person-to-person contacts with flyers which outline briefly and concisely the information necessary to understand any LV program. LVA has flyers you can order with room for additional local LV information or you may have sufficient need to prepare some for yourself. The flyer is especially important for literature racks, for handing out at volunteer fairs and information booths, and for distribution to members of an audience following an LV presentation.

Many organizations need speakers and the story of LV and the work of your local LV makes an excellent program.

When your service is person-to-person tutoring, it's not surprising that a well-prepared talk to local groups will often get better response than impersonal publications. In LV's experience, sincere enthusiasm, up-to-the-minute information about literacy problems in your specific area, and how your local LV is attacking those problems are the most significant elements in any presentation. Other helpful attributes are good presence, poise, ability to handle sticky questions with grace, and a pleasant speaking voice.

Who needs speakers?

Few towns in the United States and Canada are so small that they cannot pride themselves on having local service clubs such as Rotary, Kiwanis, Lions, Business Women, Chambers of Commerce, and others. Many of these meet regularly for luncheon programs. Other groups looking for speakers and programs include churches, parent-teacher organizations, alumni clubs, and many more.

Register with your local Volunteer Center.

In many areas there may be a Volunteer Center which lists such organizations. Not only is the Volunteer Center a good source of information about other organizations who might welcome speakers from LV, but it is also an important place to provide with information about LV. A brief description of LV, local LV activities, and the services offered by your speakers should be kept current in the Volunteer Center office. It's not enough to say that you have someone

who will speak. Phone those organizations which have to plan programs and find out how far ahead they schedule speakers. Determine who the program chairman is and contact that person directly. Be ready to explain enthusiastically and concisely how your speaker can fit into the program needs of the organization you are calling.

Don't wait for them to call you.

It's important to distinguish between news about LV events and activities and features which may highlight a special service or concentrate on a particular human-interest story. News should always be disseminated promptly (advance information about future events is more likely to be published than reports on what has already happened) and indiscriminately to all local media. This is usually best handled by preparing a duplicated release which gives exactly the same information to all. It often helps to call someone at each newspaper, radio, and television station to tell them that a story is on its way.

Reaching out to new friends, supporters, tutors, and students is magnified when you communicate through newspapers, radio, and television.

In most cases you should try to prepare an advance story to be mailed about a week before an event will take place. If something happens suddenly, personal delivery of the story to eachcof the media promptly will earn you their respect and make it more likely that your LV news gets space or time. A little later, we'll talk about special long-range campaigns leading up to an event. Let us repeat that regular, consistent contacts with the media about all activities of LV provide an important cumulative effect which can equal or surpass spasmodic flurries of gimmicky publicity. Good neighbors keep in touch, good times and bad. LV should treat the media as good neighbors.

Most news media want to know what is going to to happen rather than what has happened because that's what interests their readers.

While news usually deals with a specific event or situation, features can present more detail and background. Features can be identified as special stories which may develop an idea or service in terms of personal experiences disguised to avoid individual embarrassment. There are a number of outlets for this kind of story. Don't overlook local Sunday supplements, business and service publications, monthly and quarterly publications, regional publications, recreational and historical newsletters, commercial penny-savers, and community advertising leaflets looking for interesting material as filler for unsold space.

Magazines, newspapers, and to some extent, radio and television, have feature sections for human-interest material which need not necessarily be news.

10

Short, dramatic public service spots require special preparation.

For filler and for radio and television stations, you should prepare short, dramatic public service spots in 50 or 100 words which can be used whenever time or space is available. As with posters, the spot must get across its message quickly and yet include the key elements which will refer the listener or reader to your local LV for further information.

Advance contact will be useful in shaping longer feature stories.

For media with more space and time, a carefully written and researched article or a detailed outline of what human-interest material LV could provide is necessary. To avoid wasting time, visit or phone someone with your proposed feature idea and try it out orally before committing yourself to a major effort on paper. The very act of consulting a potential user of your feature will not only clarify the usable ideas but also involve him or her in such a way that acceptance may be more likely.

Features usually are offered on an exclusive basis to one potential user at a time. News should be given equally to all.

The feature usually should be offered to just one potential user at a time. It is only fair that an editor or program director who helps you adapt an LV idea to fit a particular format should be assured the exclusive use of the material over his competitors. This doesn't mean that you can't use the same material in different ways with different media but it is not good media relations to ask two competitors to run the same feature in the same way or to imply that a feature is exclusive if it is not. However, if one outlet turns down the idea, it does not necessarily mean that the same idea is not good for someone else. Just as a good salesman finds he has to make a large number of calls to sell a high enough percentage of those who listen to his message, so you may have to call or visit many editors and program directors before you convince one that the idea you have is worth the time and effort for development.

An editor is a person and one-to-one contacts with him or her are good for both of you. Some editors still have the vestigial attitude that you are a beggar for space and time, but most progressive, professional leaders at newspapers and radio-television stations want to know about organizations which have worthy services for the public. A personal visit can help the editor who covers your kind of news and features to know that you are not a publicity flack. (A publicity flack is someone who tries to magnify a relatively unimportant story into a major one by using unrelated gimmicks, exaggeration, padding, vague generalizations, and sometimes downright dishonesty to deceive an editor. Most of the time it doesn't work.) Keep your visit brief. Call ahead for an appointment so you can be fitted into the editor or program manager's busy schedule.

Meeting with editors and program directors helps them to know you represent an important public service organization.

Leave with each person you visit your name, address, and phone number. An accurate, up-to-date list of your local LV officers and their phone numbers and addresses may also be helpful to them. For radio and television stations, indicate the phonetic pronunciations of unusual names.

File basic information about LV with editors and program directors and keep it up-to-date.

Before you visit, try to find out something about the organization you will be visiting. Don't be afraid to ask questions about how each editor and program director functions as far as your kind of news and features are concerned. Each one will be glad to give you deadlines and describe special needs which must be met to most effectively reach the public.

Learn how the media operate and be ready to cooperate with their deadlines.

Don't count on the media to send reporters to cover your local LV activities. Call and invite them when you have something important to suggest, but expect in most cases to have to write it up yourself. There are some basic procedures which will increase the chances that news releases you write for the media will be used. Always remember, though, that the editor's job is to decide what his readers will consider most important. News about other organizations may take precedence over yours, even if your material is perfectly prepared.

Don't wait for reporters. They may never come. Send media all the information they'll need.

12 Steps in preparing news releases.	When your information is significant enough for use by the media, it will stand a better chance of being communicated effectively if certain procedures have been followed.
Collect all the facts.	Journalists start with the five W's. You should know Who, What, Where, When, and Why.
Organize by importance.	First paragraphs should contain the most important information, followed by paragraphs of supporting information in descending priority. Editors usually cut a story from the bottom when limited by space and time.
Keep it short, factual, and uncluttered.	Get to the point quickly. Include all necessary data and be sure to spell out all abbreviations which may have meaning only to LV insiders. (TTW means nothing to an editor even though you may recognize it as Tutor or Teacher Training Workshop.)
Check and double-check everything.	Go over your written material carefully. Are all names spelled correctly? Are addresses correct? Look at those dates, times, and locations. It's easy to make a mistake and you don't want it to be yours. If you quoted someone, be sure it really is a quote and not your approximation of what was said. Check, too, for total impact. Your organization of material may have seemed accurate sentence-by-sentence, but still lead to incorrect inferences as a whole.
The form of your news release is important.	What you submit to the editor should be in typewritten form. Skip a space between each line so the editor will have room to make corrections or add instructions.
The first page must contain special information.	In the upper left corner of the first page, type your name, address, and phone number, and your official position with LV (so the editors will know you're the responsible spokesman.) In the upper right corner, type the words, "For Immediate Release" unless there is a very good reason why the information cannot be released until a specific time. Under this put down the date the release was distributed or mailed. (This helps the editor who may not be able to use the story the first day it arrives.)

If you do not want information released until a specific time, type, "For Release After . . ." and give time and date, but be warned: most editors will not honor such a request unless there is a very good reason. (Usually your request for holding a release until a special time is understood to mean that an anticipated event may not happen as planned and that you as writer of the release want to reserve the right to change or remove that part of the story if it does not occur as expected. This might apply to a speech which could be changed at the last minute or to an official action which will not be taken until a specific time. It is to your advantage to be able to prepare such material in advance so that media can use it as soon as the event occurs without waiting for you to deliver it.) Don't include anything in a news release which you wouldn't be willing to see appear in print immediately with the notation, "as indicated in a story received today" even though you have indicated a later release date.

Most news releases will be published as soon as the editor edits and approves them even if you have asked that information be held until a specific time or date.

Fancy letterheads and colored stationery do not impress editors. They prefer to have you use plain white paper of substantial weight (more like bond paper than tissue or carbon). Visualize each page you submit as having to stand up under the hastily pencilled corrections and rough handling of as many as three different persons.

Tough, plain white paper is best.

Leave at least two inches of space between the information at the top of the first page and your opening sentence. Some editors will use this area to mark in a headline. (Do not write your own heading, but keep in mind that the headline writer will probably draw from your first or second paragraph if you have placed your most important information there.) Leave at least one-and-one-half inches on the left margin and one inch on the right.

Allow for generous margins and extra space at the top of the first page.

Number each following page in sequence and at the top of each include the name of the organization or a key phrase from the first paragraph of the story. Try to end sentences, and paragraphs, too, if possible, without carrying them over to another page. Never continue a hyphenated word to a second page. At the end of any page

Following pages require special marking.

14

for which there is a following page, type in parenthesis, "more." Mark "End" after the last paragraph on the last page.

File copies of all releases.

Keep copies of all releases, exactly as sent, for later reference. Compare the items as you wrote them with the way they appear in print or are heard in a broadcast. This will help you to learn how editors and program directors use your material and provide a basis for more adequately writing to meet their needs in the future.

Radio has special requirements.

Many radio stations air "community calendars" or will tape a brief message taken over the phone. These usually must follow a precise format. Call each of the radio stations in your area to learn how information should be submitted. Most of the time you will be requesting public service information rather than commercial advertising information. Regulations for each may differ. For the first, there is no cost. LV knows some radio personalities who want a public service announcement described in 25 words or less on a post card. Other stations want just the highlights: occasion, time, date, and place. Some have a special slogan or closing line which they ask you to include to identify it as a public service announcement.

Photographs are most likely to be used if they are creative, off-beat and interesting.

Unfortunately, candid pictures shot during a conference or of activities in progress (unless taken by a skilled and creative professional photographer) often do not meet newspaper and magazine requirements. This imposes the necessity of planning what will appear in a photograph in such a way that a message will be conveyed. Try to think in advance of locations, materials and arrangements of people in such a way that this will be accomplished imaginatively and attractively. Generally speaking, the closer you can get to the significant action, the more effective the picture will be. The quality of the photographs should be sharp with good contrasts between the dark and light portions of black and white pictures for printing. Television stations broadcasting in color prefer color slides and transparencies.

Identify the people and what is happening.

Anyone appearing in a photo should be identified by name and title, starting withtthe first person at the left and continuing person-by-person to the right. Attach this identification to the photo along with a description of the activity depicted. (Don't write on the back of the photograph. Too heavy pressure on the back may ruin the picture.) When a speaker will be appearing, request in advance several copies (enough for all media, your own program, and your own files) of "black and white, head-and-shoulders, glossy prints." These should not be smaller than two inches wide by three inches deep, normally. If you are ordering prints from a professional photographer for use with print media, you will usually do best to ask for prints which are eight inches wide by ten inches long. These are large enough to permit the editor to mark them for a specific area which he wants to highlight.

Cross-reference photos and news releases.

It is not unheard of for pictures and stories to become separated during media processing. Be sure the name of the organization and the location of the activity is part of the picture identification. On the caption which you attach to the picture, refer the editor to any accompanying story which has more details. At the end of the news release, indicate in parentheses that a photo is accompanying the story.

Photo coverage of actual events require advance preparation.

When photographers are sent by media to cover an event, they will want your help to identify key participants and, often, to get people together in a good position to illustrate what they are doing. Try to be ready to meet this request when it comes. (The same principles apply if you have hired a photographer to take pictures for you.) Try to have a definite time when the pictures will be taken. Be ready to suggest an activity in which the participants can engage in a good approximation of what they will be doing. (Taking actual events as they occur is often impossible because timing, location, lighting, and availability of participants or photographers cannot be adequately controlled.) Have people alerted and ready for the photographer. Be ready to give the photographers from the media the complete identification and caption material described earlier.

16

Written permission from any LV student is required before his or her picture may be published.

Be sure to get a signed release (see suggested form, later) from any LV student who may be shown in a picture. We guarantee our students privacy and we must have their consent to the use of their picture in writing. This is a must. It protects LV and the student.

Limit the number of people in a photo to three.

Don't use more than three people in a picture, as a rule. Special considerations govern television cameramen who may want special kinds of action and movement. The cameraman and interviewer usually will discuss their particular needs with you.

Special events require special planning and coordination.

So far, we've been talking mostly about the day-to-day public relations activities which can be isolated and discussed as separate units. These techniques apply to many different kinds of situations. They will be applied as events occur. In practice, however, you will want to integrate many of these activities at various times during the year in preparation for a coordinated campaign. A good example of this kind of campaign is available in the experience of LV of Rochester, New York whose public relations coordinator outlined the following plans in her suggestions for the area celebration of Literacy Week as proclaimed by the Governor of New York State. Months before the event, she had lined up LV volunteers to be responsible for a department store window display, library bookmarks, supermarket posters, 15 specific radio and television features, a radio tape series, television and radio public service announcements, letters to five newspaper columnists requesting special mention, individual feature articles, an address at the Women's Association meeting, an agency coffee meeting, and luncheon with an influential community leader.

Officially proclaimed Literacy Weeks can be the focus of coordinated public relations activities.

In the LEADER handbook, Ruth Colvin, founder of LVA, described the celebration of Literacy Week in Jamestown, New York as follows: "A literacy luncheon was held, to which 100 key community people were invited as guests. Sidewalk sales, baked goods, and flea market booths were supported by the community to finance the luncheon. Invitations were on small cards, with a student story on the reverse side of each. The Literacy Volunteer slide-talk was given with a carefully prepared explanation of the local program.

Ads were projected in color on two large buildings, giving a brief message and phone numbers. Displays were made for the public library. Posters were shown in store windows. Newspaper coverage was arranged for and was excellent. Speaking engagements at civic, church, and social groups were concentrated within the week and the month immediately following.

Preplanning helps to make the complex more manageable.

By this point, maybe you're ready to give up your volunteer public relations job before you start, because it looks so complex. The key to making it manageable and accomplishable is preplanning. You don't have to do everything every day. A good way to get a handle on things is to look at the coming year. Get together with the local LV chairman and other volunteers to rough out what is scheduled for LV in your community. This way you can spot in advance when you will work on various aspects of the public relations program. Some periods will be event oriented, some will be reserved for preparation of publications, some will be needed for concentration on internal matters, and some will lend themselves to media contacts and preparation of feature stories.

Ask for help. It will be more fun and more effective if you share the work.

You don't have to do it all yourself. Once you've figured out what you want to do, you can look for other LV volunteers to help you do it. Many of the media representatives will be glad to work with you and to help you learn how best to meet their needs. Community leaders will join you more quickly if you have a well-prepared program.

Examples of what others have done in the past are helpful. All you need to add is your own imagination.

On the following pages you will find various examples of materials and forms which will be useful in preparing your own public relations program for your local LV. These include suggestions for the contents of a speaker's kit, sample news releases about various repetative events in a typical LV program, a photo release form, a sample year's month-by-month schedule, and a media fact sheet for easily organizing the information you gather from news people in your community about names, people, times, deadlines, photo requirements, special contacts for features or shows, phone numbers and other incidental information. Before we move

on to the examples, we want to assert once again what good community relations is all about. It's keeping in touch with what the local LV is doing, constantly evaluating your activities in line with LV objectives, matching your warmth of concern for those who need to read with your warmth of concern for those who help to tutor them, and reporting honestly, completely, and candidly your plans, your programs, and the results of your efforts. Good luck in your coordination of community relations for your LV area.

Suggested contents for a speaker's kit.

Up-to-date literacy figures for your county, city, or state.

Brief history of LVA and some facts about the founding of your own local LV.

Interesting case histories of students and teachers. (Use fictitious names to avoid embarrassment.)

New and innovative developments in the literacy volunteer movement in general, such as training of prison inmates to teach fellow inmates, tutoring of migrants, development of programs in mental health institutions, and the tutoring of English as a Second Language.

Brief description of how your local LV is financially supported.

Names of business organizations and community groups or agencies who have given services or financial aid to the local LV. (Be sure to get permission before making this information public.)

Flyers or other brief informational sheets for distribution to the audience at the conclusion of the talk.

Sample news release
for recruitment
of volunteers

Name of Local LV
Mrs. George L. Volunteer, Title
Number and Name of Street Address
City, State, Zip Code
Phone Number

For Immediate Release

Sent Month, Day, Year

Volunteers are urgently needed to tutor reading to illiterate adults in the (location) area, according to (name), local chairman of the (name of local LV).

(Last name) said, "We've had many people with a reading handicap contact the (name of affiliate) recently, expressing a desire to learn to read. They seem to appreciate the fact that our instruction is given on a one-to-one basis without the embarrassment of a classroom situation."

"Unfortunately, we don't have enough volunteer tutors to take care of all the potential students. Anyone who has graduated from high school is eligible to become a Literacy Volunteer.

(more)

Literacy Volunteers needed - 2

"Each volunteer will learn the techniques of teaching basic reading by attending 18 hours in workshops," said (last name). "This is the most demanding part for the volunteer. The actual instruction takes two one-hour sessions each week. However, this is flexible and can be arranged to suit the student and teacher."

"With some (number) of functional illiterates in the area, this is a very real need. Anyone interested in becoming a tutor can call me at (telephone number), (last name) said.

- End -

(Editor: Enclosed is a photograph of a literacy volunteer working with a student. Identifications are attached.)

Sample news release
for informing
newspaper readers
about the LV program

Name of Local LV
Mrs. George L. Volunteer, Title
Number and Name of Street
City, State, Zip Code
Phone Number

For Immediate Release

Sent Month, Day, Year

If you can read this, you're luckier than (number) other people in the (location) area. That's the number of functionally illiterate individuals estimated for this area by (name of affiliate).

Commenting on these handicapped adults, (name), chairman of the (name of local LV) said, "These are the people who lack the reading skills to deal with the situations of everyday life: reading food labels, filling out application forms, reading TV program listings, etc."

(more)

If you can read this . . . - 2

"We now have (number) volunteers who are ready to teach on a one-to-one basis with anyone unable to read," said (last name). "Our volunteers have gone through 18 hours of intensive training and will work with a student in two one-hour sessions each week. Experience in other areas of the state show that results for the student can be dramatic and rewarding. People who have been unable to read above first-grade level for 30 years have advanced their reading ability in only a few short months."

(Last name) said, "If anyone knows of a person with a serious reading problem, tell him or her about our learning program and suggest they call me at (number). There is no cost involved and the tutoring sessions are private."

- End -

(Editor: If you would like to get photographs of our program in action, please phone [number].)

Sample news release
for informing
newspaper readers
about the LV program

Name of Local LV
Mrs. George L. Volunteer, Title
Number and Name of Street
City, State, Zip Code
Phone Number

For Immediate Release

Sent Month, Day, Year

A local group affiliated with Literacy Volunteers of America, Inc. is now operating a basic reading program designed to train volunteers to tutor adult and teenage functional illiterates to read on a one-to-one basis.

The chairman of (name of local LV) said, "There are thousands of adults in (area) who cannot learn with conventional classroom instruction or are unwilling or unable to attend classes. Our program complements existing federal, state, and local programs," said (name of local chairman).

(more)

"Literacy Volunteers give individual tutoring to those men and women who cannot take advantage of the adult basic education learning centers, either because of the time involved or because they have had unhappy experiences with classroom teaching. For many, the unique experience of having a personal tutor working only with them, at their rate of learning, is a vital force in solving the mysteries of the written word," (last name) continued.

"Many of these people have failed in vocational and job training programs because of their inability to read. Literacy Volunteers of America, Inc. feels that it can be a major force in helping an unemployment situation by providing enough personal tutors to help non-readers in the job market to learn basic reading skills. By providing instruction in basic reading skills, Literacy Volunteers of America, Inc. enables these people to take advantage of existing educational and job training programs.

- End -

Sample news release
for informing
newspaper readers
about the
availability of
reading tutors

Name of Local LV
Mrs. George L. Volunteer, Title
Number and Name of Street Adress
City, State, Zip Code
Phone Number

For Immediate Release

Sent Month, Day, Year

Some (number) literacy volunteers are now ready to tutor reading to illiterate individuals on a one-to-one basis according to (name), chairman of the (area) affiliate of Literacy Volunteers of America, Inc.

(Last name) said, "These (number) volunteers have just completed an intensive 18-hour training course and are anxious to begin their tutoring. The reading instruction is done privately in two one-hour sessions each week."

"This private, no-cost instruction is available to anyone who is handicapped by being unable to read. Anyone who is unable to cope with the normal reading needs of everyday life (reading food labels, filling out job application forms, understanding insurance forms, etc.) must be considered handicapped, (last name) said.

(more)

Volunteers ready to tutor reading - 2

Commenting further, (last name) said, "Many of these people keep their handicap secret. All tutoring is done privately in the Literacy Volunteers of America, Inc. program. Now is the chance for anyone who is embarrassed about their lack of ability to read to learn to overcome this handicap and to shed their embarrassment."

"If you know of anyone who is unable to function properly because of his or her inability to read, have them call me at (telephone number)," (last name) said.

- End -

Sample news release
for informing
newspaper readers
of the relationship
of illiteracy to
unemployment

Name of Local LV
Mrs. George L. Volunteer, Title
Number and Name of Street Address
City, State, Zip Code

For Immediate Release

Sent Month, Day, Year

"Illiteracy may be a major contributor to unemployment." This is the opinion of (name), local chairman of (name of local LV).

"We know," said (last name), "that there are many thousands of people in the state who are unable to read well enough to fill out the simplest application form."

"This handicap makes obtaining and retaining a job difficult. Functional illiterates experience a lack of self-confidence and personal dignity. Unable to accept a challenging job, they face years of dead-end monotony. Functional illiteracy is also a handicap in providing adequately for a family and in successfully handling domestic, social, and legal situations," (last name) said.

(more)

Illiteracy and unemployment - 2

"Many people who can't read have thought about learning but are embarrassed because of the length of time they've been away from the classroom," (last name) said. "Here's where LVA helps. We provide one-to-one tutoring for these people with no charge. Our instructors are all volunteers who have been trained in workshops totaling 18 hours. The student learns at his own pace."

(Last name) said, "If you know of anyone who could use the help that Literacy Volunteers can provide, have that person call me at (telephone number). I'll be glad to answer any questions."

- End -

Sample radio spot announcement to recruit students for LV

Name of Local LV
Mrs. George L. Volunteer, Title
Number and Name of Street Address
City, State, Zip Code
Telephone Number

Public Service Announcement

Sent Month, Day, Year

IS THE WRITTEN WORD A MYSTERY TO YOU? DO YOU HAVE DIFFICULTY READING SIMPLE INSTRUCTIONS? IF YOUR ANSWERS ARE YES, THEN LISTEN TO THIS! YOU CAN LEARN TO READ. LITERACY VOLUNTEERS OF AMERICA, INC. (location of local LV) NOW HAS (number) VOLUNTEERS AVAILABLE TO TUTOR YOU. YOU DON'T HAVE TO GO TO SCHOOL BUT YOU'LL HAVE YOUR OWN TUTOR. YOU'LL MEET WITH YOUR TUTOR TWICE A WEEK AND YOU'LL LEARN AT YOUR OWN SPEED! TUTORING IS PRIVATE -- AND IT'S ABSOLUTELY FREE. SO, IF YOU'D LIKE TO SOLVE THE MYSTERY OF WRITTEN WORDS, CALL THIS NUMBER (telephone number). DON'T PUT IT OFF ANOTHER DAY! THE NUMBER AGAIN IS (telephone number).

- End -

Sample radio spot announcement to recruit students for LVA

Name of Local LV
Mrs. George L. Volunteer, Title
Number and Name of Street Address
City, State, Zip Code
Telephone Number

Public Service Announcement

Sent Month, Day, Year

IF YOU CAN'T READ, YOU'RE OUT OF LUCK. JOB APPLICATIONS, DRIVER'S LICENSE EXAMS, WRITTEN INSTRUCTIONS CAN CAUSE YOU REAL PROBLEMS. LITERACY VOLUNTEERS OF AMERICA, INC. (location of local LV) CAN HELP YOU. VOLUNTEERS ARE NOW AVAILABLE TO TEACH YOU ON A ONE-TO-ONE BASIS. YOU'LL SET UP TWO ONE-HOUR MEETINGS EACH WEEK WITH YOUR OWN TUTOR. YOU'LL PROGRESS AT YOUR OWN SPEED -- AND THERE'S NO COST TO YOU. YOUR AGE DOESN'T MATTER. AS LONG AS YOU'RE 16 OR OLDER. YOU CAN HELP YOURSELF. TO LEARN MORE ABOUT THIS VOLUNTEER SERVICE, CALL (telephone number). THAT NUMBER AGAIN IS (telephone number). THIS MESSAGE IS PRESENTED AS A PUBLIC SERVICE ANNOUNCEMENT BY (name of station).

- End -

Sample radio spot
announcement
to recruit
volunteer tutors

Name of Local LV
Mrs. George L. Volunteer, Title
Number and Name of Street Address
City, State, Zip Code
Telephone Number

Public Service Announcement

Sent Month, Day, Year

LITERACY VOLUNTEERS OF AMERICA, INC. OF (location of local LV), A NON-PROFIT ORGANIZATION WHOSE MEMBERS TUTOR ADULTS AND TEENAGERS TO READ, WILL HOLD A TRAINING WORKSHOP FOR VOLUNTEER TUTORS BEGINNING (date) AT (time, place). ALL ADULTS WHO ARE HIGH SCHOOL GRADUATES ARE ELIGIBLE TO BE TRAINED IN A DYNAMIC, 5-SESSION WORKSHOP TO TEACH BASIC READING AND WRITING SKILLS. IF YOU ARE INTERESTED, CALL (Name - if name is difficult to pronounce, include a phonetic guide such as in the following example: SCHOEN [Pronounce as SHAYNE]), (phone number). ACCORDING TO A RECENT ESTIMATE, MORE THAN (number) ADULTS IN THIS (location) ARE IN REAL NEED OF HELP IN READING AT ELEMENTARY SCHOOL LEVELS. JOIN THE (number) TUTORS NOW INVOLVED IN THE LOCAL LITERACY VOLUNTEER PROGRAM. THE PHONE NUMBER TO CALL IS (phone number).

- End -

To: Literacy Volunteers of America, Inc.

Photo release form

In consideration of your efforts to inform and educate the public on the problems of learning to speak, read, and write English, I hereby consent to your use of my name and photograph. You may tell my story in slide lectures, in magazine and newspaper articles, on television, and in such other materials dealing with this problem as you see fit.

Name_____

Date_____

Witnessed by_____

This has been read to me and I understand the meaning of same.

Signed_____

Sample letter to
organizations
requesting
volunteers

Date

Dear (Contact)

Each year clubs (civic groups) such as the (name of club or civic group) establish new objectives for their organizations. Clubs such as yours in meeting those objectives provide a valuable resource -- the time and generosity of their members. Someone has said, "You can't buy what a volunteer gives." Hopefully, (name of club or civic group) will consider the (name of local LV) as part of your volunteer effort in the year ahead.

We don't want money - although that always helps. What we really need is the time of some of your members to tutor illiterates (location of local LV) to read well enough to perform basic reading functions. It's estimated that some (give figure for county, city, or state) residents can't read well enough to fill out the simplest forms, like a driver's license or a job application. In (location of affiliate) alone, there may be as many as (number) adults handicapped by this problem. These people can't or won't because of embarrassment avail themselves of adult and special classes which are provided through adult basic education learning centers. Here's where Literacy Volunteers of America, Inc. helps.

Our volunteers go through five dynamic workshop sessions totaling 18 hours. These workshops are professionally approved and teach the volunteer how to tutor basic reading skills. The instruction is given on a one-to-one basis between the tutor and the student during two one-hour sessions each week once the training workshop has been completed. These tutoring sessions are arranged at the convenience of the tutor and the student.

Obviously there is a need and we believe the members of your group who volunteer for this program will enjoy immense personal satisfaction from this service.

I'll be glad to fill you in more completely and help you in establishing goals for your group. Please call me at (phone number).

Sincerely,

(Name, Title
Name of Local LV
Address of Affiliate)

Enclosure: (Brochure of LVA, Inc. and/or local LV.)

Sample letter
to raise
financial
support

Date

Dear (Contact)

Thank you for the opportunity you have given me to present the case for financial support of (name of local LV) to (name of firm or organization being contacted).

Here is some information vital for your consideration:

- The lack of functional reading ability by some (the figure for your area can be found in a 1970 study by the U.S. Department of Education available from LVA's national office) in this area is one of the prime contributors to the unemployment rate. These functional illiterates are unable to read job applications, understand machine operating instructions, take exams for drivers licenses, or fill out simple forms.

- At the present time, (number) of your employees are being tutored in the Literacy Volunteers of America, Inc. program.

- There are (number) employees of your organization who are serving as tutors and volunteers for (name of local LV).

- (Name of local LV) is expanding rapidly with (number) of tutors available from all local sources.

- LVA trains volunteer, unpaid tutors in 18-hour workshops, utilizing professional teaching methodology which has been simplified for the non-professional tutor.

- Volunteers tutor adults and teenagers (16 years or older) on a one-to-one basis.

To sustain and continue the good work of this worthwhile organization during (give time period encompassed by this fund appeal), I feel annual funding of some (give dollar figure) is necessary. Knowing of the intended support by other major organizations and for the reasons given above, I ask your support with an on-going yearly pledge in the amount of (dollars).

Your generous action will help alleviate and correct a long-neglected problem confronting us.

Sincerely,

(Name, Title
Name of Local LV
Address of Affiliate
Phone Number of Affiliate)

Enclosure: Description of LV Local Program

Brief description
of LV program

Literacy Volunteers of America, Inc., whose local Affiliate is (name of local LV) operates a Volunteer Basic Reading Tutorial Program designed to train volunteers to tutor adult and teenage functional illiterates to read and write on a person-to-person basis. The program complements existing federal, state, and local programs. There are thousands of adults in (local area) who cannot learn with conventional classroom instruction or who are unwilling or unable to attend classes. LV gives individual tutoring to those men and women who cannot take advantage of the Adult Basic Education learning centers, either because of time involved or because they have had unhappy experiences with classroom teaching. For many, the unique experience of having a personal tutor to work only with them, at their rate of learning, is a vital force in solving the mysteries of the written word. Many students have failed in vocational and job training programs because of their inability to read.

The LV program is specifically designed to help the non-reader or the functional illiterate adult population. The program will reach many of these individuals by providing instruction in basic skills, thus enabling them to take advantage of existing educational and training programs. LV has successfully taught students, developed professionally approved tutor-training programs and materials, and established local LV organizations in numerous states.

The professional reading specialists cannot by themselves overcome the problems of illiteracy. The most efficient, cost-effective way to achieve the national goal of the "right to read" by all citizens during the 70's is through the use of highly trained and organized volunteers to work with the professionals. As was stated so well by former United States Commissioner of Education James E. Allen, Jr., "You can't buy what a volunteer gives."

Sample letter informing organizations of members involved in LV

Attention: Personnel Files Date

Sears, Roebuck & Co.
40 Harlow Street
Bangor, Maine

Dear Sirs:

A salute to Sears and its fine employees! (Name of volunteer) has joined Literacy Volunteers of the Bangor Area, combining community service and concern for (her/his) fellow man. We are pleased to have (her/him) and we're certain (she/he) is an asset to your organization as well.

Following an intensive five-session training workshop for tutors, (she/he) will teach someone who desperately needs reading skills in order to function in today's society. This is truly admirable.

Sincerely,

(Name of Local LV Chairman)

(Note: The above model is based on a letter prepared by Donna Forsgren, chairperson of Literacy Volunteers of the Bangor Area.)

38

Sample copy used for a flyer placed under windshield wiper in supermarket parking lots

IF YOU CAN READ THIS, YOU'RE LUCKY!

One out of every 7 adults in America

Cannot Read or Write!

Literacy Volunteers of America, Inc.

is trying to give these people a chance.

Starting in the fall there will be an

LV chapter in the Storrs-Willimantic

area. Part-time, volunteer staff

members are needed - no experience or

special skills needed. Anyone can apply!

IF YOU CAN HELP - STARTING IN SEPTEMBER -

OR IF YOU WANT MORE INFORMATION

Come to a meeting: Student Union 217
U. of Conn.
July 24 at 7 p.m.

Or write: Experimental College at
University of Connecticut
Box U-9, Storrs, Conn. 06268

(Note: The above flyer material is taken from a sample provided by the LV affiliate in the Storrs-Willimantic, Connecticut area.)

Sample of a month-by-month year's planning schedule

You'll get the best community relations impact if you chart out a full year's anticipation of your local LV activities. This will help you spot in advance times when you will need to approach news media for coverage and also the "down times" when you can take the opportunity of few activities to prepare special features such as human-interest stories or to work on publications.

January

Workshop reunion

February

Student human-interest story, newsletter

March

Evening workshop, in-service training

April

Morning workshop, newsletter

May

Student-teacher meeting

June

Teacher tea

July

Teacher human-interest story

August

Evening in-service training

September

Newsletter, Literacy Week, LVA National Conference

October

Morning workshop

November

Evening workshop, newsletter

December

Feature story for regional publication

40

Sample media fact sheet

When properly filled in, a fact sheet similar to the one below, becomes a continuing and ready reference. You can get this information by talking to the editors of local newspapers and the program directors of local radio and television stations.

Name of Paper or Station	Phone Number
(List all local media complete with mailing addresses. For newspapers, indicate how frequently they publish.)	(List numbers for both regular and after-hours contact in case of emergency.)
Personnel	**Best Time to Visit**
(List names of news and special interest editors - city, education, womens, etc. - who are covering activities like those of LV. List program directors, news directors, public service directors, and contacts for interview programs at radio and television stations.)	(For each person, know when he or she will be most likely to be available to talk with you.)
Deadlines	**Photo Requirements**
(Indicate the time of day, the day of the week, and the dates of a month or year when material must arrive to be used on the air or in a publication.)	(List such information as the types of pictures preferred, whether pictures will be used or not.)

Any community relations project depends upon the cooperation of many people. In working with those who help you to support Literacy Volunteers, you will want to be sure to say "thank you" frequently and repeatedly.

We'd like to say "thank you" to the Xerox Corporation for its support of the national office and this Community Relations Handbook in particular. Several others were involved in its preparation or gave their advice about its contents. These included Ann Higbee, LVA consultant and vice president, T.A. Best, Inc.; Judith Koloski, LVA Connecticut coordinator; Eugene J. Kennedy, LVA consultant and vice president for development, LeMoyne College; Barbara MacDonald, assistant to the executive director of LVA; and Vernon W. Smith, LVA community relations consultant. Among the publications which contributed to our better understanding of community relations were '73 Publicity Handbook of St. Petersburgh Junior College area of Continuing Education; Publicity Chairman's Guide of the Central New York Professional Chapter of Women in Communications; and a publicity handbook written by Judith Koloski, LVA Connecticut coordinator.